



# **2024-25 Course Registration Guide**

## **Franklin High School**

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Counseling Office  
Franklin High School

<https://franklinhs.seattleschools.org/resources/counseling/>

# Franklin High School

## 2024 – 2025 Registration Guide



**1912 – Present**  
**Celebrating Over A Hundred Years**

*“Live your lives boldly. Keep the doors open for others.”*  
– Edwin M. Lee, Franklin High School Graduate, Class  
of 1970, and Mayor of San Francisco 2011 - 2017

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**FRANKLIN HIGH SCHOOL REGISTRATION GUIDE**  
***A Comprehensive Guide for Students and their Families***  
***Planning for High School and Beyond***

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To our students and families,

This handbook is meant to help you in the continuing journey of becoming a curious and confident learner during your high school years and beyond! It is our hope that from your first day of ninth grade, and through graduation, you make the informed decision to challenge yourself with a rigorous course load and aim for what inspires you beyond high school. High school graduation, along with a clear vision for a joyful and successful post-high school life, are our goals for each and every FHS scholar!

As a high school student, the prospect of making plans for the years after graduation may appear complex, daunting, exhilarating and exciting. As you move through high school and transition from dependence to independence, it is incumbent upon our work together to prepare you for any post-high school opportunity. After high school, whether you intend to go on to a two-year or four-year college/university, a tech or trade school, enter the work force or join the military, it is necessary to challenge yourself beginning in ninth grade. By doing so, you will be committing yourself to growth in your personal, academic, and career goals beyond high school.

In this handbook, you will be introduced to the Washington State, Seattle Public Schools, and Franklin High School policies, guidelines, and requirements for high school graduation. Within the graduation requirements set by the Washington State legislature, you will find an emphasis upon meeting certain proficiency standards or levels (as measured by the state Smarter Balanced tests or other alternative graduation pathways), completion of a “High School and Beyond” plan (outlining goals for your high school years and the first year after graduation), and completing 60 service learning hours. Seattle Public Schools has amended the high school graduation credit distribution requirements and has refined the skill-based proficiencies to comply with new Washington State guidelines.

In the sections covering planning and registration, you will find course and program descriptions in each of the core and elective subject areas offered to FHS students. Detailed information is provided regarding courses that fulfill graduation requirements and those that may be used as exceptions or waivers for some of the specific requirements. In addition, a list and descriptions of our non-departmental support services are included.

**Remember, you will choose your path through high school as you explore your passions. Your success depends on your effort and your personal discipline to stay focused on your schoolwork in every class, every day. We look forward to supporting you in your journey through high school!**

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## Our Mission

*To graduate students who have achieved academic excellence and who look forward to sharing their expertise, understanding, and compassion to create an increasingly peaceful and productive society.*

## Our Franklin Tradition and Philosophy

Franklin's first graduating class walked across the stage in 1912. This year we are celebrating 112 years of graduates who have made amazing contributions to the city, state, and world! Franklin has graduated professional musicians, athletes, authors, governors, doctors, lawyers, inventors, scientists, humanitarians, writers, parents, and so much more. We believe that Franklin's doors have been opened to everyone and that no matter who you are, where you came from, or what you believe in, all dreams are possible in the Franklin community. We believe that creativity, community service, self-discipline, self-pride, and self-expression are every bit as important as intellectual development. We believe that all students are capable of very powerful learning and productivity. To that end, we offer a broad range of courses that help prepare all students for college and career success.

Franklin believes that in order for students to best develop their skills and talents, personalization is key. Working with groups of students and teams of teachers allows students and teachers to know one another much more deeply. This allows us to support each other in our skill and talent development. We believe that all students can partake in a very rigorous course of study in preparation for college, career, and life. Effort is at the root of success. In the following sections, you will see that each of the courses available helps students further their own self-development in the areas of character and civic responsibility. We have carefully developed our program to ensure there are many college preparation courses that students at Franklin have access to, along with supports to ensure success. Below is a list of college-level courses at FHS. Nearly every student at FHS will take at least one college-level course while at Franklin. We encourage our students to take advantage of these courses to not only be better prepared for college and career success, but also to help ease the cost of post-high school education by earning college credits or technical certification while in high school.

## College and Career Prep Courses

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AP English Language and Composition  
AP English Literature and Composition  
AP Human Geography (ALL Grade 10)  
AP US Government  
AP Statistics  
AP Calculus  
AP Physics  
AP Chemistry  
AP Environmental Science  
AP Spanish  
AP Chinese

AP Computer Science  
AP Computer Science Principles  
College in the High School – ELA  
(ENGL 131/C LIT 240)  
College in the High School – Math  
(MAT107, MATH141/142)  
Running Start Courses

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## Registration Policies and General Information

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### Changing a Student's Schedule

The academic schedule is built each year based on student registration. Students will be required to remain in the courses they selected. Schedule changes will only be allowed for the following reasons:

- Student is missing a graduation requirement
- Student is missing the prerequisite for the course
- Teacher determines the student is misplaced
- Other extenuating circumstances approved by administration and counseling

Changes must be made before the 10<sup>th</sup> day of the semester, written on a schedule change form and may require teacher, parent and/or administrator permission.

### Dropping a Course

- No student may drop a course if the result is a hole in their schedule.
  - The principal may grant an exception to this policy in extenuating circumstances.
  - Seniors who are on track to meet their graduation requirements have the option of late arrival or an early dismissal, eliminating any "holes" in their schedule.

### Grade When Dropping a Class

For a student to drop a course without penalty of an "E" grade:

- The student must do so before the end of the fifth week of the term.
  - The time frames may be extended for extenuating circumstances upon approval by the principal or administrative designee.
- For changes requested after the first 10 days of instruction in a given semester, due to exceptional circumstances, the student must have written permission that is signed by their parent/guardian, teacher, administrator, counselor, and the student before a class can be dropped. The FHS Withdrawal Form can be used for this purpose and can be requested in the Counseling Office or by an administrator. A "W" will be placed on the transcript to show that the student withdrew from a course after 10 days of instruction and before the end of the 5<sup>th</sup> week of the semester/term.

### Teaching Assistants/Office Assistants

Students may be teaching or office assistants during their junior or senior year only. Juniors and seniors intending to register as an assistant would need to first check with their counselor to make sure they are proceeding successfully toward graduation.

- A "Teaching Assistant" earns a "P" grade and .25 credits for one (1) semester.
- An "Office Assistant" earns a letter grade and .5 credits for one (1) semester.
- A maximum of 2.0 credits of TA may count toward the general electives requirement for graduation.

### Pass/No Credit Grades

- The District Pass/No Credit request form is to be signed at the start of the semester by the teacher, parent, student, and counselor to document that the counselor has advised the student of the potential impact(s) that a pass/no credit may have on college admissions. NCAA and some colleges interpret the "P" grade as the lowest possible passing mark or "D".
- The student must be aware that to earn the "P" grade in the Seattle School District, a grade of a "D" or above must be earned.
- Only one Pass/No Credit grade may be requested per semester and must be requested by the 5th week of the semester.

### Grade Changes

- A grade can only be changed by the teacher of record for that specific course and grade; or by the principal if the cause was a grade calculation error or bias.

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**A GRADE CHANGE MUST BE DOCUMENTED WITH A COMPLETED AND FULLY SIGNED DISTRICT "COURSE/GRADE/CREDIT CHANGE" FORM. THE TEACHER, COUNSELOR, ADMINISTRATOR & REGISTRAR MUST SIGN THE FORM PRIOR TO DATA ENTRY. THIS MUST BE COMPLETED WITHIN FIVE WEEKS AFTER THAT GRADING PERIOD HAS ENDED.**

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#### **Grade/Credit Replacements**

If a student chooses grade replacement for a repeated course, the highest grade received will be counted toward the student's GPA and credits. The original grade will continue to appear on the student's transcript and academic history, but the student will not receive credit for the replaced course.

- The replacement mark must be an improvement over the original mark, and the credit earned in the replacement course must be equal to or greater than the credit previously earned in the course.
- Replacement courses may only replace the previously taken course, never courses taken at another academic institution outside of the Seattle School District.

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**IF A STUDENT RETAKES A COURSE AND DOES NOT CHOOSE TO HAVE THE COURSE REPLACE A FORMER IDENTICAL COURSE, THE ADDITIONAL COURSE GRADE AND CREDIT WILL BE COUNTED UNDER THE "GENERAL ELECTIVE" REQUIREMENT OF 4.0 CREDITS.**

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#### **Incomplete Grades**

A grade marked as "Incomplete" must be changed to a letter grade within six (6) school weeks of the following term. If no letter grade is provided, the grade will automatically become an "E".

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**THE PRINCIPAL HAS THE DISCRETION TO MAKE EXCEPTIONS FOR EXTENUATING CIRCUMSTANCES. THIS EXCEPTION WILL BE KEPT IN THE STUDENT'S FILE.**

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#### **PE Waivers**

Waivers can be approved for military service, medical, religious, participation in directed athletics, for economic reasons (e.g., student is working to support self or family) or for another good cause.

- No credit is earned when a PE waiver is approved; students must make up the credit requirement.
- All PE waivers will be placed in the student's cumulative file.
- PE waiver forms can be found in the Counseling Office.
- PE waivers submitted for sports participation must be submitted at the completion of the season during the academic year that the student participated in that sport. Additionally, the transcript must show 5 semesters of completed coursework.

### **Alternative Credit Courses**

*Equivalency credit can be earned for alternative learning experiences, non-high school courses, online courses, work experience, and challenges (WAC 180-51-110). All alternative credit learning experiences must be pre-approved by an administrator before a student begins such a course.*

High school credits may be given for, but not limited to, the following:

- Planned learning experiences conducted away from the school under the supervision or with the approval of the school and linked to one or more of the state learning goals and related essential academic learning requirements.
- Work experience on the basis that 180 hours of work experience equals a .5 credit;
- Post-secondary courses in accredited colleges and universities. In the case of courses taken under the statutory Running Start option under RCW 28A.600.300 through 28A.600.400, the district shall award high school credit pursuant to RCW 28A.230.090
- Courses in accredited or approved technical colleges;
- Correspondence courses from accredited colleges and universities or schools approved by the National University Education Association or the Distance Education and Training Council;
- Online courses meeting standards which shall be adopted by written policy by the school district, or standards adopted by the Northwest Association of Schools and Colleges, or the Distance Education and Training Council, or the Commission for International and Trans-regional accreditation;
- Other courses offered by any school or institution if specifically approved for credit by the district; and
- Credit based on competency testing, in lieu of enrollment or taking courses, may be granted by the district.
- Online Courses approved by Seattle Public Schools

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### **MAKING UP A FAILED REQUIRED COURSE**

**IF A STUDENT FAILS A REQUIRED COURSE, THEY MUST RETAKE IT OR ITS EQUIVALENCY AND PASS IT IN ORDER TO GRADUATE. FAILED COURSES MAY BE MADE UP IN SOME ALTERNATIVE PROGRAMS OR APPROVED ONLINE OPTIONS ALTHOUGH SOME RUNNING START COURSES CAN ALSO QUALIFY.**  
**ADMINISTRATIVE APPROVAL IS REQUIRED BEFORE REGISTERING IN ANY NON-FRANKLIN COURSES.**



**EXPLANATION OF FRANKLIN GRADUATION REQUIREMENTS  
CLASS OF 2021 AND BEYOND MUST EARN 24 CREDITS**

<b>Courses</b>	<b>Class of 2021 and Beyond</b>
English Language Arts	4.0 credits– eight semesters
Math	3.0 credits - six semesters
Science	3.0 credits - six semesters
Social Studies	3.0 credits – six semesters
Health	0.5 credit – one semester
Physical Ed	1.5 credits – three semesters
CTE	1.0 credit – two semesters
Fine Arts	1.0 credit – two semesters
Electives	7.0 credits – fourteen semesters
<b>TOTAL</b>	<b>24.0 credits</b>

\*Per Atlas graduation checklist.

**English Language Arts**

Students are required to complete 4.0 credits of language arts. These include: Intro to Lit & Composition (9<sup>th</sup> grade), World Lit & Composition (10<sup>th</sup> grade), a yearlong Language Arts 11A/11B class (11<sup>th</sup> grade), and a year-long Language Arts 12A/12B class (12<sup>th</sup> grade).

**Math**

Students must complete 3.0 credits of math that show 3 years of consecutive course progression. Algebra 1, Geometry, and Algebra 2 is an example of this progression. There are also other options for the 3<sup>rd</sup> year of math.

**Science**

Students are required to take 3.0 credits of lab science. These include: Physics A/Chemistry A (9<sup>th</sup> grade), Biology (10<sup>th</sup> grade), and Physics B/Chemistry B (11<sup>th</sup> grade).

**Social Studies**

Students are required to take World History 1 (9<sup>th</sup> grade), Ethnic Studies World History 2 (9<sup>th</sup> grade), AP Human Geography (10<sup>th</sup> grade), Ethnic Studies US History (11<sup>th</sup> grade), and a semester of American Government (12<sup>th</sup> grade).

**PE (Physical Education) and Health**

Students must complete 3 semesters of a PE class, starting with Personal Fitness. Waivers for these requirements may be granted for certain specific reasons only. Students must still make up the credits that they would have earned having taken the course. These reasons and the required documentation are listed on the PE waiver form. Additionally, taking a semester of health is also a graduation requirement. Personal Fitness and Family Health are assigned to all incoming 9<sup>th</sup> graders.

**CTE (Career & Technical Education)**

Students must complete 1.0 credit of CTE classes. These include classes in family and consumer science education, business education, computer science, medical careers, media arts, and skilled trades.

**Fine Arts**

Students are required to take 1.0 credit of fine arts classes. These include any visual arts, performing arts, and instrumental music classes.

**Electives**

Along with the requirements listed above, students must complete 7.0 additional elective credits. Any class in a subject area that exceeds the graduation requirement is counted as an elective.

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### **Non-Credit Requirements**

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- ✓ **High School & Beyond Plan** – Students will be required to develop an academic plan for the four years they will be in high school as well as a plan for their first year after high school graduation.
- ✓ **Service Learning** – Students must complete 60 hours of service learning. This work must be documented volunteer hours through a non-profit/school and completed outside of the school day. For students who enter the Seattle Public School District after their 9<sup>th</sup> grade year, the service-learning requirement is prorated at 15 hours per year.
- ✓ **PE Competency Test** – Students must complete a written test demonstrating PE competency. This test is administered in PE.
- ✓ **WA State History** – Students must complete a unit pertaining to Washington state history. This requirement is typically met in WA state middle schools. For students coming out-of-state, the requirement can also be met if the student has completed a state history course from outside of Washington. It can also be waived for students starting school in WA state during their 11<sup>th</sup> or 12<sup>th</sup> grade year per WAC 180-51-210.
- ✓ **Meet ELA and Math State Graduation Pathways Requirements** – See below.

### **ELA AND MATH STATE GRADUATION PATHWAYS REQUIREMENTS**

Students must meet graduation requirements by completing one of the following pathways for English Language Arts and Math:

– Pass the state Smarter Balanced assessment in ELA and/or Math.
– Earn a qualifying score on the SAT or ACT college entrance exams in ELA and/or Math.
– Pass both semesters of a Bridge to College ELA and/or Math class during Grade 12.
– Pass a dual-credit course in ELA and/or Math. At FHS, this would mean a passing a relevant Running Start 100 level course or a UW in the High School class.
– Pass AP classes with a C+ grade or higher or earn a score of 3 or higher on the AP exams in qualifying subjects in ELA and/or Math.
– Students planning to join the military can earn a qualifying score on the Armed Services Vocational Aptitude Battery (ASVAB).
– Students planning a career in trades can complete a 2.0 credit series of Career and Technical Education (CTE) classes that may lead to workforce entry, apprenticeship or post-secondary education in a related field.
– Any combination of ELA and Math options from the list above, such as passing the SBA in ELA and an AP course in Math.

**THESE REQUIREMENTS ARE SUBJECT TO CHANGE UNDER THE DIRECTION OF THE STATE OF WASHINGTON.**

## Seattle Public Schools/FHS Graduation Requirements and Credit Distribution & Four-Year Public/Private College Entrance Requirements/Recommendations

### Required High School Credits

Language Arts	4.0
Math	3.0
Science	3.0
Social Studies	3.0
PE	1.5
Health	0.5
CTE	1.0
Fine Arts	1.0
Health	0.5
Electives	7.0

### College Requirements\*

Language Arts	4.0
Math	3.0
Science	3.0
Social Studies	3.0
PE (Health/Fitness)	-
CTE	-
Fine Arts	1.0
World Language	2.0
Electives	4.0

### \*Specifics about entrance to four-year colleges and universities.

Four-year colleges prefer (and highly recommend) **“four-in-the-core”**: four years of study in English Language Arts, Math, Science, and Social Studies. Some universities recommend that World Language be taken for three years as some Colleges of Arts and Sciences (within universities) require a “third year” of World Language during the first two years of college. Many universities look at these choices as “rigorous” and more competitive in the admissions process.

- ✓ **English** Four full years of Language Arts are required.
- ✓ **Mathematics** The three years of study should cover algebra, geometry, and second-year algebra at minimum. Taking an additional fourth year of math is strongly recommended.
- ✓ **Science** Three years of lab science are required, including biology, chemistry and physics. Taking an additional fourth year of science is strongly recommended.
- ✓ **Instrumental, Visual, or Performing Arts** Currently one year is required at most four-year universities; however, the University of California system requires that the year of Arts – or two semesters – be *sequential*. Sequential Arts mean a year of band or choir or theatre; or beginning ceramics and advanced ceramics, beginning drawing/painting and advanced drawing/painting, etc.
- ✓ **World Language** Two to three full years of study must be devoted to a single language. A world language course taken in the 8<sup>th</sup> grade may satisfy one year of the requirement if taught by a highly qualified/endorsed teacher and if the second-year course is completed in high school. Example: Spanish 1, Spanish 2, and Spanish 3.

*The college prep planning sheet below shows an example of how you can plan out your four years at Franklin.*

<b>College Prep Planning Sheet</b>			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1. Intro to Lit Comp 9	1. World Lit Comp 10	1. AP Language	1. AP Literature
2. World History 1 / Ethnic Studies World History 2	2. AP Human Geology	2. Ethnic Studies U.S. History 11	2. AP US Government
3. Physics A / Chemistry A	3. Biology	3. Physics B / Chemistry B	3. Elective Science (Yearlong)
4. Algebra 1 (or higher)	4. Geometry (or higher)	4. Algebra 2 (or higher)	4. Elective Math (Yearlong)
5. World Language 1A/B	5. World Language 2A/B	5. World Language 3 A/B	5. PE/CTE/Art (Choose 2)
6. Personal Fitness / Family Health	6. PE/CTE/Art (Choose 2)	6. PE/CTE/Art (Choose 2)	6. PE/CTE/Art (Choose 2)

## Department Course Offerings

(Last updated: 4/4/2024. Course offerings subject to change.)

Please read on below for our department course offerings.

Note: For yearlong courses, they are often divided into “A” and “B” (or “1” and “2”) courses, with each being semester-long courses that are taught together. The SPS district course descriptions have been provided for both courses.

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### MULTILINGUAL EDUCATION SERVICES

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Franklin High School has a long-standing and proud tradition of providing rigorous and meaningful multilingual education services. Our highly qualified staff works with each student individually to ensure proper program placement and individual progress towards full emersion in the general education setting. The multilingual (“ML”) department offers sheltered content courses to support transitional multilingual education students until they can move fully into general education classes. Placement into ML classes depends upon English proficiency as determined by the English Language Proficiency Assessment (ELPA). Students eligible for services assess into one of four numbered levels: 1, 2, 3 or 4. The number of ML classes assigned depends on the level of English proficiency. Math classes are assigned according to math assessment scores and math courses already taken. Nearly all ML classes are multi-grades, from 9<sup>th</sup> to 12<sup>th</sup> grade.

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### SPECIAL EDUCATION SERVICES

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The Special Education Department at Franklin High School is comprised of many individualized components. Students and parents work with a designated IEP case manager. Together they write an IEP and design a program that fits the individual student needs that may include class offerings in small group settings with individualized instruction, modified course work within the general education setting, or supports and accommodations in the general education setting.

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### ENGLISH LANGUAGE ARTS

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#### **INTRODUCTION TO LITERATURE & COMPOSITION 9A/9B**

**Grade:** 9

**Length/Credit:** Yearlong, 1.0

9A: Intro to Lit & Comp 9A concentrates on critical reading of texts from different genres, reflecting themes of identity and self-discovery and also focuses on clear and purposeful writing.

9B: Intro to Lit & Comp 9B concentrates on critical reading of texts from different genres, reflecting themes of identity and self-discovery and also focuses on clear and purposeful writing.

#### **LGBTQIA INTRO TO LITERATURE AND COMPOSITION 9A/9B**

**Grade:** 9

**Length/Credit:** Yearlong, 1.0

9A: LGBTQIA Intro to Lit & Comp 9A is the first semester of a yearlong course which concentrates on critical reading of texts from different genres, reflecting themes of identity and self-discovery and also focuses on clear and purposeful writing. This particular course focuses on the voices of LGBTQIA people.

9B: LGBTQIA Intro to Lit & Comp 9B is the second semester of a yearlong course which concentrates on critical reading of texts from different genres, reflecting themes of identity and self-discovery and also focuses on clear and purposeful writing. This particular course focuses on the voices of LGBTQIA people.

#### **WORLD LITERATURE & COMPOSITION 10A/10B**

**Grade:** 10

**Length/Credit:** Yearlong, 1.0

10A: World Literature & Comp 10A is semester 1 of a year-long course where students read international texts. The

course concentrates on critically reading how the human experience is expressed in literature from around the world.

10B: World Lit & Comp 10B is semester two of a year-long course where students read international texts, concentrating on critical reading and the human experience and where students write expository and persuasive texts.

### **AFRICAN AMERICAN LITERATURE AND COMPOSITION 11A/11B**

**Grade:** 11

**Length/Credit:** Yearlong, 1.0

11A: Prerequisite: Junior or senior standing students read, discuss, and write about novels, poetry, short stories, and plays written by African-American authors. This course will emphasize the rich contribution to American society made by African-American writers.

11B: Prerequisite: Junior or senior standing students read, discuss, and write about novels, poetry, short stories, and plays written by African-American authors. This course will emphasize the rich contribution to American society made by African-American writers.

### **ASIAN AMERICAN LITERATURE AND COMPOSITION 11A/11B**

**Grade:** 11

**Length/Credit:** Yearlong, 1.0

11A: Asian American Literature 11A is a semester-long course that focuses on critically reading Asian American interpretations of the American experience and the American dream, with an emphasis on increasing the sophistication of students' reading, writing and speaking skills. The content rests on a foundational understanding of how and why Asian American literature emerged: as a response to anti-Asian legislation, cultural images, and American racial formation. As a result, students are required to think critically and metacognitively about identity, culture, ethnicity, race, power, inequities, and experiences of marginality.

11B: Asian American Literature 11B is a semester-long course that focuses on critically reading Asian American interpretations of the American experience and the American dream, with an emphasis on increasing the sophistication of students' reading, writing and speaking skills. The content rests on a foundational understanding of how and why Asian American literature emerged: as a response to anti-Asian legislation, cultural images, and American racial formation. As a result, students are required to think critically and metacognitively about identity, culture, ethnicity, race, power, inequities, and experiences of marginality.

### **LGBTQIA AMERICAN LITERATURE AND COMPOSITION 11A/11B**

**Grade:** 11

**Length/Credit:** Yearlong, 1.0

11A: LGBTQIA American Lit & Comp 11A is the first semester of a year-long course that concentrates on critical reading of texts from different genres, reflecting themes of identity and self-discovery and also focuses on clear and purposeful writing. This particular course focuses on the voices of LGBTQIA people. Prerequisite: Junior or senior standing. Students read, discuss, and write about novels, poetry, short stories, and plays written by LGBTQIA authors, with an emphasis on increased sophistication through reading, writing and speaking. This course will emphasize the rich contribution to American society made by LGBTQIA writers.

11B: LGBTQIA American Lit & Comp 11B is the second semester of a year-long course that concentrates on critical reading of texts from different genres, reflecting themes of identity and self-discovery and also focuses on clear and purposeful writing. This particular course focuses on the voices of LGBTQIA people. Prerequisite: Junior or senior standing. Students read, discuss, and write about novels, poetry, short stories, and plays written by LGBTQIA authors, with an emphasis on increased sophistication through reading, writing and speaking. This course will emphasize the rich contribution to American society made by LGBTQIA writers.

### **AP ENGLISH LANGUAGE AND COMPOSITION 1/2**

**Grade:** 11

**Length/Credit:** Yearlong, 1.0

1: This course engages students in becoming skilled readers and writers of prose. Students writing and reading should focus on the interactions among a writers purposes, audience expectations, and subjects.

2: This course continues to engage students in becoming skilled readers and writers of prose. Students writing and reading should focus on the interactions among a writers purposes, audience expectations, and subjects.

### **ENGLISH 131 COMPOSITION (COLLEGE IN THE HIGH SCHOOL)**

**Grade:** 12

**Length/Credit:** Semester, 0.5 (taken with C LIT 240)

ENG131 Composition is the first semester of a yearlong UWHS series that ends with a C Lit 240 course. This college-level course focuses on the study and practice of good writing. Topics are derived from a variety of personal, academic, and public subjects. Through this UW course, eligible students have the option to register to earn UW credits through the UW in the High School program.

### **COMPARATIVE LIT 240 MARGINS CENTERS (COLLEGE IN THE HIGH SCHOOL)**

**Grade:** 12

**Length/Credit:** Semester, 0.5 (taken with ENGL 131)

C LIT240 Margins Centers is the second semester of a yearlong UWHS series that begins with ENGL131 Composition. This college-level course takes a comparative approach to literature with a focus on literature that goes right to the pain and pulls it from the margins, front and center while serving as a workshop in writing comparative papers in English. The emphasis is on cross-cultural comparison of literary works. Through this UW course, eligible students have the option to register to earn UW credits through the UW in the High School program.

### **AP ENGLISH LITERATURE AND COMPOSITION 1/2**

**Grade:** 12

**Length/Credit:** Yearlong, 1.0

1: Through close reading, students deepen their understanding of a writers use language to provide both meaning and pleasure for their readers. Students will examine a works structure, style, themes, language, imagery and tone.

2: Through close reading, students deepen their understanding of a writers use language to provide both meaning and pleasure for their readers. Students will examine a works structure, style, themes, language, imagery and tone.

### **BRIDGE TO COLLEGE ENGLISH A/B**

**Grade:** 12

**Length/Credit:** Yearlong, 1.0

A: This course is the first semester in a year-long course. The course is offered to 12th grade students who scored below the college-ready (level 2) on the Smarter Balanced Assessment ELA 11th grade assessment.

B: This course is the second semester in a year-long course. The course is offered to 12th grade students who scored below the college-ready (level 2) on the Smarter Balanced Assessment ELA 11th grade assessment.

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## **MATH**

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### **ALGEBRA 1A/1B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

1A: Students model and analyze real-world and mathematical situations with linear and exponential functions. Note ONLY HS students may take concurrently with Geometry. Prereq-9th grade or completed Math 8 or 7/8 Compacted.

1B: Students model using exponential/quadratic inequalities and functions. Students interpret categorical/quantitative data. Note ONLY HS students may take concurrently with Geometry. Prereq-Grade 9, completed Math 8 or 7/8 Compacted.

### **GEOMETRY A/B**

**Grades:** 9, 10, 11,12

**Length/Credit:** Yearlong, 1.0

A: Students formalize their understanding of angle relationships and triangle properties. Students use geometric

transformations and formal constructions to study congruence and similarity. Students develop formal proofs of angle and triangle properties and relationships using precise language and notation. Prerequisite OR Co-requisite: 1.0 Algebra 1 credit. (Note: Geometry may be taken concurrently with Algebra 1.)

B: Students establish properties of right triangles (including trigonometric ratios), quadrilaterals, and circles and use these properties to write formal proofs and solve real-world and mathematical problems. Students extend work with area and volume to investigate real-world modeling problems. Students further develop probability concepts, focusing on conditional probability, independence, and compound events. Prerequisite OR Co-requisite: 1.0 Algebra 1 credit. (Note: Geometry may be taken concurrently with Algebra 1.)

### **GEOMETRY A H/B H**

**Grades:** 9,10, 11,12

**Length/Credit:** Yearlong, 1.0

**Grad Requirement Satisfied:** Geometry A/B

A H: Students formalize their understanding of angle relationships and triangle properties. Students use geometric transformations and formal constructions to study congruence and similarity. Students develop formal proofs of angle and triangle properties and relationships using precise language and notation. This is an honors-level course that requires deeper connection between concepts and application to new contexts. Prerequisite OR Co-requisite: 1.0 Algebra 1 credit. (Note: Geometry may be taken concurrently with Algebra 1.)

B H: Students establish properties of right triangles (including trigonometric ratios), quadrilaterals, and circles and use these properties to write formal proofs and solve real-world and mathematical problems. Students extend work with area and volume to investigate real-world modeling problems. Students further develop probability concepts, focusing on conditional probability, independence, and compound events. This is an honors-level course that requires deeper connection between concepts and application to new contexts. Prerequisite OR Co-requisite: 1.0 Algebra 1 credit. (Note: Geometry may be taken concurrently with Algebra 1.)

### **ALGEBRA 2A/B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

2A: Students model and analyze real-world and mathematical situations using polynomial, radical, exponential, logarithmic, functions and equations. Prerequisite: 1.0 Algebra 1 credit. AND Prerequisite or Co-requisite: 1.0 Geometry credit. (Note: Co-requisite means Algebra 2 may be taken concurrently with Geometry.)

2B: Students model and analyze real-world and mathematical situations using rational and trigonometric functions and equations. Students use statistical techniques to evaluate linear models for bivariate data and normal models for single variable quantitative data. Prerequisite: Algebra 1. Note: Algebra 2 may be taken concurrently with Geometry.

### **ALGEBRA 2A H/2B H**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

2A H: Students model and analyze real-world and mathematical situations using polynomial, radical, exponential, logarithmic, functions and equations. This is an honors-level course that requires deeper connection between concepts and application to new contexts. Prerequisite: 1.0 Algebra 1 credit. AND Prerequisite or Co-requisite: 1.0 Geometry credit. (Note: Co-requisite means Algebra 2 may be taken concurrently with Geometry.)

2B H: Students model and analyze real-world and mathematical situations using rational and trigonometric functions and equations. Students use statistical techniques to evaluate linear models for bivariate data and normal models for single variable quantitative data. This is an honors-level course that requires deeper connection between concepts and application to new contexts. Prerequisite: 1.0 Algebra 1 credit. AND Prerequisite or Co-requisite: 1.0 Geometry credit. (Note: Co-requisite means Algebra 2 may be taken concurrently with Geometry.)

### **AP CALCULUS AB A/AB B:**

**Grades:** 10, 11, 12

**Length/Credit:** Yearlong, 1.0

AB A: AP Calculus AB A is designed to be the equivalent of the first half of a one-semester college calculus course and prepares students to take the AP Calculus AB Exam in May. AP Calculus AB A has an Advanced Placement designation and qualifies for an extra 1.0 GPA quality point. In this course, students build on prior knowledge to understand the concept of a limit.

AB B: AP Calculus AB B is designed to be the equivalent of the second half of a one-semester college calculus course and prepares students to take the AP Calculus AB Exam in May. This course follows AP Calculus AB A. Units include integration, differential equations, and their applications. Pre-requisite: Precalculus.

### **AP STATISTICS A/B**

**Grades:** 10, 11, 12

**Length/Credit:** Yearlong, 1.0

A: AP Statistics A is designed to be the equivalent of the first half of a one-semester college statistics course and prepares students to take the AP Statistics Exam in May. Students learn how to collect, display and describe data. Students deepen their understanding of probability as it pertains to the role of randomness in data gathering. Prerequisite: Algebra 2.

B: AP Statistics B is designed to be the equivalent of the second half of a one-semester college statistics course and prepares students to take the AP Statistics Exam in May. Students learn to draw conclusions about populations based on the results of a single sample by creating confidence intervals to estimate population values, and conducting hypothesis tests to make decisions. Prerequisite: Algebra 2.

### **MAT107 MATH IN SOCIETY A/B (COLLEGE IN THE HIGH SCHOOL)**

**Grades:** 10, 11, 12

**Length/Credit:** Yearlong, 1.0

A: This course is the first semester of a two-semester course which together are equivalent to a one-quarter Mathematics in Society college course. Students are eligible to earn 5.0 college credit after completing both semesters of this course (tuition fees apply). This course introduces math topics used in a variety of liberal arts disciplines, such as mathematical modeling, representational statistics, probability, and finance math. Completion of this course with a D or higher fulfills the math graduation pathway requirement. Note: College in the High School courses that are offered over two semesters earn 0.5 credit per semester. Note: Teachers of this course must be approved as associate faculty with Edmonds College prior to teaching this course.

B: This course is the second semester of a two-semester course which together are equivalent to a one-quarter Mathematics in Society college course. Students are eligible to earn 5.0 college credit after completing both semesters of this course (tuition fees apply). This course introduces math topics used in a variety of liberal arts disciplines, such as mathematical modeling, representational statistics, probability, and finance math. Completion of this course with a D or higher fulfills the math graduation pathway requirement. Note: College in the High School courses that are offered over two semesters earn 0.5 credit per semester. Note: Teachers of this course must be approved as associate faculty with Edmonds College prior to teaching this course.

### **MATH141 PRECALCULUS A/B**

**Grade:** 10, 11, 12

**Length/Credit:** Yearlong, 1.0

A: This course is equivalent to the college Precalculus I course. Students model and analyze real-world and mathematical situations using piece-wise, absolute value, quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions. Students extend their understanding of these functions through study of their inverses, reciprocals and composition of functions. Eligible students can earn college credits. Prereq: Alg 2. Available to students in grades 10-12.

B: This course is equivalent to the college Precalculus II course. Students apply trigonometric and triangle relationships to prove trig identities. Students use matrices as a tool to solve systems and vectors to model Physics applications. Students represent conic sections algebraically and graphically. Students extend their understanding of probability to evaluate outcomes of decisions. Eligible students can earn College credits. Prereq: MATH 141 PreCalcA, Pre-Calculus A, or Pre-Calculus AH. Available to students in grades 10-12.

### **BRIDGE TO COLLEGE MATH A/B**

**Grades:** 12



**Length/Credit:** Yearlong, 1.0

A: Bridge to College Mathematics is a year-long course focusing on the key mathematics readiness standards and mathematical practices. The first semester of this course addresses key Algebra I standards essential for college- and career-readiness with a focus on linear relationships and proportional reasoning. Prerequisite: Seniors who have taken Algebra 2 and want to use this course as a graduation pathway as reflected on their high school and beyond plan.

B: Bridge to College Mathematics is a year-long course focusing on the key mathematics readiness standards and mathematical practices. The second semester of this course addresses key Algebra II standards essential for college- and career-readiness with a focus on exponential and quadratic functions and equations, and statistical analysis. Prerequisite: Seniors who have taken Algebra 2 and want to use this course as a graduation pathway as reflected on their high school and beyond plan.

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## SCIENCE

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The Science Department offers courses designed to promote strong foundations in science, scientific literacy, and to develop habits of scientific thinking. Three years (six semesters) of science are required for Washington State high school graduation for the class of 2021 and beyond. The core science classes have been developed to meet the requirements of the Next Generation Science Standards (NGSS), the adopted Washington State Science Standards and prepare students for the Washington Comprehensive Assessment of Science (WCAS) in the spring of their 11<sup>th</sup> grade year. Electives are available in the 12th grade year based on student interests and anticipated future studies. In addition to the core science course in 11th grade, electives are available to 11th grade students if space in the course is available. All science courses are lab sciences and meet SPS lab science requirements.

### PHYSICS A

**Grade:** 9

**Length/Credit:** Semester, 0.5 (taken with Chemistry A)

PEER (Physics through Evidence, Empowerment through Reasoning) is an innovative, student-centered physics curriculum designed to engage students in scientific reasoning and follows a guided scientific model-building approach. It includes units on Charge, Magnetism, and Waves and helps students explain things aren't directly observable. During each chapter, students are expected to share their previous knowledge, collect and analyze evidence, and develop a conceptual model of each idea. In Chapter C, students build and revise a model for static electricity including the process of charging insulators and the differences between insulators and conductors. Students then establish a model for current electricity, make observations involving series and parallel circuits, and analyze the relationship between voltage, current, and resistance. In Chapter M, students develop and revise a model for magnetism in order to explain observations such as attraction and repulsion between two magnets, the interaction between a magnet and the Earth, and magnetization of a ferromagnetic material. This chapter provides an example of how models are proposed, tested, and modified based on evidence. In Chapter W, students build and apply evidence-based models of sound and light waves. Students compare the characteristics of different kinds of waves and develop models for light and sound before deepening their models to include wave interference and the particle model of light.

### CHEMISTRY A

**Grade:** 9

**Length/Credit:** Semester, 0.5 (taken with Physics A)

Chemistry A has been developed through a collaboration of science teachers across the district. The curriculum has been designed for students to develop their scientific skills and understanding through collaboration. Chemistry A includes 4 units: The Atom introduces students to the simple atomic model and the periodic table. Students will construct models of atoms, ions, and isotopes of various elements then apply their understandings to explore light as it relates to electron energy and emission spectra. Conductivity and Ionic Bonding introduces students to the types of bonds within substances. They will use ionic bonding as a context for exploring the octet rule and the behavior of valence electrons when atoms are bonding. Intermolecular Forces and Covalent Bonding expands on the students' understanding of bonding and introduces new models. This builds on the octet rule as well as electronegativity. They will explore polarity and molecular geometry to help explain the interactions between molecules. These interactions are used to explain the bulk properties of polar and nonpolar substances. The Nuclear Sciences unit has students explore the various ways in which the nucleus of the atom can change: in terms of energy and matter. Primarily, students will focus on modeling fission, fusion, alpha decay, beta decay, and gamma radiation. The nuclear unit will have students use their content understanding to analyze various uses of nuclear sciences within the medical and energy fields.

## **BIOLOGY A/B**

**Grade:** 10

**Length/Credit:** Yearlong, 1.0

A: Seattle Public Schools' Biology curriculum for the BIO A course is called Carbon TIME (Transformations in Matter and Energy), developed by Michigan State University. The BIO A course includes a focus on processes that transform matter and energy at multiple scales: Cellular and atomic molecular: combustion, photosynthesis, cellular respiration, digestion, and biosynthesis Organismal: growth and metabolism in plants, animals, and decomposers Ecosystem: matter cycling and energy flow Earth systems: carbon cycling and climate change Biology A contains 6 units, each built around a real-world phenomenon or problem: System and Scale, Animals, Plants, Decomposers, Ecosystems and Human Energy Systems. Throughout each unit, students share their prior knowledge and ask questions about the unit phenomena. Students carry out investigations and obtain and evaluate information to gather evidence, they analyze and interpret that evidence to make sense of what they are learning and engage in argumentation through discourse to come to consensus about the ideas explored in each lesson. Students create an initial model and then use the evidence they've gathered, and ideas discussed as a class to revise that model and eventually construct an explanation of the phenomenon of the unit using their final model. Throughout the storyline of each unit students apply these practices to explore the Crosscutting Concepts (CCC) of Patterns, Energy and Matter, and Cause and Effect.

B: Bio B was developed with teachers and university partners to create a program that incorporates the Next Generation Science Standards and the pedagogical tools called out in the standards. The course includes a focus on processes that transfer information through systems at multiple scales: Cellular and atomic-molecular: mitosis, gene regulation, protein synthesis and meiosis Organismal: growth, response to environment, expression of traits and frequency of traits in family trees Large scale: variation in populations, change in populations over time and factors that affect the biodiversity of an ecosystem Biology B contains 6 units, each built around a real-world phenomenon or problem: Development, Gene Regulation, Inheritance, Evolution and Population Ecology. Throughout each unit, students share their prior knowledge and ask questions about the unit phenomena. Students carry out investigations and obtain and evaluate information to gather evidence, they analyze and interpret that evidence to make sense of what they are learning and engage in argumentation through discourse to come to consensus about the ideas explored in each lesson. Students create and revise models using the evidence they've gathered, and ideas discussed as a class and eventually construct an explanation of the phenomenon of the unit using their final model. Throughout the storyline of each unit students apply these practices to explore the Crosscutting Concepts (CCC) of Patterns, Energy and Matter, and Cause and Effect.

## **PHYSICS B**

**Grades:** 11

**Length/Credit:** Semester, 0.5 (taken with Chemistry B)

PEER (Physics through Evidence, Empowerment through Reasoning) is an innovative, student-centered physics curriculum designed to engage students in scientific reasoning and follows a guided scientific model-building approach. It includes units on Energy, Force, and Gravitation and addresses how energy, force, and gravitation can be used to explain the motion of objects. During each chapter, students are expected to share their previous knowledge, collect and analyze evidence, and develop a conceptual model of each idea. In Chapter E, students use velocity-time graphs as evidence to support claims about energy transfers and conversions. Students are asked to consider differences between observations and inferences and consider how energy changes within a system. In Chapter F, students build force explanations for motion, establishing and formalizing Newton's Laws of motion. The supplementary math activities involve calculating acceleration using velocity-time data, applying Newton's Second Law, and calculating the effect of multiple forces acting on an object In Chapter G, students develop force and energy explanations for gravitation and apply these explanations to different situations (including orbits, projectiles, and interactions involving friction). This chapter provides an example of how Newton's Laws and ideas about energy transfer and conversion can be applied in various situations. Mathematical extensions include calculating the value of gravitational acceleration on Earth, exploring the difference between mass and weight, evaluating data related to gravitational potential energy, and applying the Universal Law of Gravitation.

## **CHEMISTRY B**

**Grades:** 11

**Length/Credit:** Semester, 0.5 (taken with Physics B)

Chemistry B was developed through a district wide collaboration of science teachers. The curriculum was designed for students to collaboratively develop their scientific practices as well as learn Chemistry content. This second semester of Chemistry focuses on developing scientific models and mathematical explanations for chemistry principles. This course is divided into 5 units, each built around a real-world phenomenon or problem: determining spiciness in peppers, why a

bridge fails early, engineering an effective airbag, engineering an effective hot or cold pack, and explaining why soda goes flat. Throughout each unit, students are expected to share their previous knowledge and ask questions about the unit phenomena. Students carry out investigations and obtain and evaluate information to gather evidence and analyze and interpret evidence to make sense of their learning. They engage in argument and discourse as lab groups and as a whole class to come to consensus about ideas explored in each lesson. Students will use the evidence gathered, and ideas discussed to develop and use a conceptual model of each topic and to help them gradually construct an explanation of the unit phenomenon. Throughout each unit storyline, students apply these practices to explore the Crosscutting Concepts (CCC) of scale, proportion, and quantity, cause and effect, patterns, and energy and matter, and stability and change.

### **AP ENVIRONMENTAL SCIENCE 1/2**

**Grades:** 11, 12

**Length/Credit:** Yearlong, 1.0

1: Study of natural systems, environmental issues, risks associated with these problems, and alternative solutions.

Themes include: science as a process, energy in ecosystems, Earth systems, human impacts, societal context, designing solutions.

2: Pre-requisite: AP Environmental Science 1. Study of natural systems, environmental issues, risks associated with these problems, and alternative solutions. Themes include: science as a process, energy in ecosystems, Earth systems, human impacts, societal context, designing solutions.

### **AP PHYSICS 1/2**

**Grades:** 12

**Length/Credit:** Yearlong, 1.0

1: This is the first semester of the full-year Algebra-Based Physics 1 course defined by the Advance Placement Program of the College Board.

2: This is the second semester of the full-year Algebra-Based Physics 1 course defined by the Advance Placement Program of the College Board.

### **AP CHEMISTRY 1/2**

**Grades:** 12

**Length/Credit:** Yearlong, 1.0

1: PREREQUISITES: BIOLOGY I, II; CHEMISTRY I, II Advanced Placement Chemistry is a semester course that prepares students for the College Board Advanced Placement Examination in Chemistry. The course is designed according to the outline provided by the College Board and is intended to be equivalent to one year of college chemistry for science majors. UPON COMPLETION OF THIS COURSE, STUDENTS SHOULD: 1. be able to use laboratory equipment and perform laboratory procedures of the type usually found in first-year college chemistry courses; 2. be able to demonstrate proficiency in concepts, principles and terminology used in a first-year college chemistry class; 3. be able to discuss effectively and in depth a wide variety of chemistry topics as identified in the "Course Description" section of the College Board Advanced Placement Course Description for chemistry; and 4. be prepared to take the College Board AP examination in chemistry.

2: This is a continuation of AP Chemistry 1 which states: AP chemistry is taught as a second year high school chemistry course and is designed to be the equivalent of a first year college general chemistry course. College credit may be earned by scoring at least "3" on the AP exam given in May of each school year. General topics covered are the structure of matter, the states of matter, and reaction chemistry including bonding, gas laws, kinetics, thermodynamics, equilibrium, stoichiometry and redox. Topics that were covered in the first year high school course are treated in more depth and new topics are introduced at a college level. There is an emphasis upon quantitative chemical calculations and a deeper mathematical understanding of chemical principles. Laboratory work is an important part of the course and maintenance of a professional style journal is expected. AP chemistry should not displace either high school physics or a fourth year of mathematics.

### **FORENSICS A/B**

**Grades:** 11, 12

**Length/Credit:** Yearlong, 1.0

This lab and project-based course introduces students to the interdisciplinary science of forensics. The course will focus on crime scene evidence and lab analysis techniques. Mock crime scenes and real case studies will be investigated. The recommended sequence of study for this year-long course is Forensics A (Units 1-5) and Forensics B (Units 6-11)

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## **SOCIAL STUDIES**

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Social Studies are the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### **WORLD HISTORY 1**

**Grade:** 9

**Length/Credit:** Semester, 0.5 (taken with Ethnic Studies World History 2)

World History 1, a semester long course, investigates civilizations across the globe focusing on 600 C.E. through 1440 CE.

### **ETHNIC STUDIES WORLD HISTORY 2**

**Grade:** 9

**Length/Credit:** Semester, 0.5 (taken with World History 1)

Ethnic Studies World History 2 is the second of three semester length sequenced courses that investigate the emergence of civilizations across the globe and how they grew and evolved via interaction with one another into kingdoms, empires, and eventually the nations we recognize today.

### **AP HUMAN GEOGRAPHY A/B**

**Grade:** 10

**Length/Credit:** Yearlong, 1.0

A: This is the first semester of a year-long AP Human Geography course. The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine patterns of human population, migration, and land use.

B: This is the second semester of a year-long AP Human Geography course. The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine patterns of human population, migration, and land use.

### **ETHNIC STUDIES US HISTORY 11A/B**

**Grade:** 11

**Length/Credit:** Yearlong, 1.0

This course is designed to investigate self and society through the lens of Ethnic Studies. We will engage in problem-posing learning and critical inquiry to take ownership of our own narratives and to understand and respond to injustice in a variety of ways. The course explores four main areas of study: Identity, Power and Oppression, Liberation and Resistance, Action and Reflection. We will integrate the arts and center marginalized histories, voices, literature and current events including climate in/justice to explore solutions in a changing world.

### **AMERICAN GOVERNMENT, CIVICS AND ECONOMICS**

**Grade:** 12

**Length/Credit:** Semester, 0.5

The purpose of this course in American Government, Civics and Economics is to give students an historical and current day understanding of how their government works, the importance of civic engagement in a democracy and how their economic system operates in order for them to participate meaningfully in making decisions that affect their lives.

## **AP US GOVERNMENT 1/2**

**Grade:** 12

**Length/Credit:** Yearlong, 1.0

Completion of United States History. State-mandated Since Time Immemorial curriculum will be integrated throughout this course as directed by Seattle Public Schools and the Office of the Superintendent of Public Instruction.

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## **VISUAL ARTS**

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The Franklin Visual Art Program offers instruction in a wide variety of two- and three-dimensional art media in an environment that honors creativity as well as craft. Flexible coursework is designed to meet the needs of the beginning student as well as the more advanced student. All studio classes emphasize the following “21<sup>st</sup> Century skills” in regard to artmaking: critical thinking, creative thinking, collaboration, perseverance, and a growth mindset. Students are expected to develop confidence in creative problem solving, find a diversity of possibilities for assignments, and experience the success of following projects through to completion with the understanding that skills are gained through commitment and practice.

### **ART SURVEY**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

In this introductory course, students cover a broad range of art concepts, techniques, and media. Study of the Elements of Art and Principles of Design are included in the projects to begin establishing fluency in the language of art. Sketchbooks are used to document the progression of skills acquired, and self-expressions. The sketchbook contains visual and written entries, including responses and reflections on works of art. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

### **SCULPTURE**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

Students in this course explore, plan, and create 3-dimensional artwork. Students engage in the element of form using a variety of materials such as clay, plaster, wood, and metals. No previous arts experience necessary. All students are welcome. This course may be repeated for credit.

### **DRAWING AND PAINTING BEGINNING**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

Drawing and Painting Beginning introduces students to the Elements of Art and Principles of Design. Study of these are included in art projects to establish fluency in the language of art. Students create art in a variety of drawing and painting media and explore the relationship between observation, artistic vision, and composition. Students use sketchbooks or other means to develop skills and ideas. Visual Art builds lifelong skills through critical thinking and the creative process. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

### **DRAWING AND PAINTING ADVANCED**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

Drawing and Painting Advanced is intended for students who want to further their knowledge and experience in drawing and painting media. Students in this course continue to create art and explore the relationship between observation, artistic vision, and composition in an advanced setting. Students explore media and ideas with more independence and demonstrate responding and reflecting on their own work and that of others. Students produce a portfolio of work at the end of this course. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

### **CERAMICS BEGINNING**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

This beginning course is for students who want to work with their hands and develop ideas in 3-dimensional form. Students work with clay, creating both functional and non-functional art pieces. Students learn the properties of clay, construction methods, glazing techniques and the firing process as core concepts of this course. Students learn about ceramic arts and

artists from a variety of contemporary and historical sources and across cultures. No previous art experience necessary. All students are welcome. This course may be repeated for credit.

### **CERAMICS ADVANCED**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

In this course, students explore Ceramics at a higher level with hand building and wheel methods. Students design and develop works through investigation of techniques and materials through ceramic arts and artists from a variety of contemporary and historical sources across cultures. Assignments are more complex, challenging students to make deeper connections and use voice to communicate ideas. Students have a portfolio of work at the end of the semester. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

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## **PERFORMING ARTS**

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### **THEATRE BEGINNING**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

This introductory course is for all students looking to develop skills in acting and performing in front of others. Public speaking, creative problem solving, and collaboration are explored through creative activities, voice and movement exercises, improvisation, story structure, creating character, and scene study. No previous theatre experience necessary. All students are welcome. This course may be repeated for credit.

### **THEATRE INTERMEDIATE**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

This intermediate course explores the art of creating character and commanding the attention of an audience during performance. The course includes analysis of contemporary and classic scripts, professional blocking and directing, and preparing monologues for auditions. Students utilize self-direction to collaborate in small groups and an openness to critical feedback and reflection. This course may be repeated for credit.

### **THEATRE ADVANCED**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

This advanced course expands exposure to contemporary and classic plays, broadens student repertoire of audition material, and explores specialized acting skills. The course may include topics such as advanced acting methods, resume development, movement-based acting techniques, pantomime, mask work, improvisation, stage combat, stage make-up, or creative drama. This course may be repeated for credit.

### **THEATRE PLAY PRODUCTION**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

**Note:** After-school, must audition

Theatre Play Production prepares students to use the skills and techniques of acting and performance in one or more plays produced for a public audience. This course mirrors professional theatre standards, culminating with a full-scale production of a play. Students may also have opportunities to work in areas of theatre production including directing, scenic design and construction, costuming, properties, stage management, promotions and publicity. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.

### **MUSICAL THEATRE PRODUCTION**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

**Note:** After-school, must audition

Musical Theatre Production prepares students to synthesize the skills and techniques of acting, singing, dancing, and performance into a musical theatre production for a public audience. Throughout this process students develop community by working as an ensemble. This course mirrors professional theatre standards, culminating in a full-scale

production of a musical. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.

### **COSTUME DESIGN BEGINNING**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

Costume Design Beginning is an entry level course open to all students interested in learning the art of costume design and construction. The course explores how character and story are revealed through costume choices. Costume designers start with character and script analysis and director concepts to develop design concepts. Students collaborate to develop skills in design, drawing, and using a pattern to build a costume. Students gain experience in hand and machine sewing skills to build individual designed pieces. Costume Design Advanced is for students interested in deepening skills in the art of costume design and construction. Students in this course collaborate with designers and directors to design and build costumes for school productions. Students engage in more complex practices in design, drawing, using patterns, alterations, and sewing. This course may be used for CTE or Fine Arts credit. This course is part of the Technical Theatre Career Pathway.

### **COSTUME DESIGN ADVANCED**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

Costume Design Advanced is for students interested in deepening skills in the art of costume design and construction. Students in this course collaborate with designers and directors to design and build costumes for school productions. Students engage in more complex practices in design, drawing, using patterns, alterations, and sewing. Costume Design Advanced is for students interested in deepening skills in the art of costume design and construction. Students in this course collaborate with designers and directors to design and build costumes for school productions. Students engage in more complex practices in design, drawing, using patterns, alterations, and sewing. This course may be used for CTE or Fine Arts credit. This course is part of the Technical Theatre Career Pathway.

### **DANCE BEGINNING**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

This introductory course engages students in the basic principles of movement through Hip Hop, Ballet, Jazz, Musical Theatre, and Lyrical dance forms. Students learn dance terminology, technique, and choreography while developing an appreciation for dance as an art form. No previous dance experience necessary. All students are welcome. This course may be repeated for credit.

### **DANCE ADVANCED**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

This course reviews and builds on the principles of movement: space, time, shape, and effort through Hip Hop, Jazz, Ballet, Musical Theatre, and Lyrical dance forms. This course has increased emphasis on student technique and choreography studies while developing an appreciation for dance as an art form. All students are welcome. This course may be repeated for credit.

### **TECHNICAL THEATRE BEGINNING**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

Technical Theatre Beginning is a production-oriented course that provides foundational stagecraft skills and safety procedures preparing students for industry and college study of technical theatre. Students engage in scenic design and construction, lighting, sound, properties, costumes, make-up, special effects, theatre management, stage management, and theatre terminology. Technical Theatre Beginning is offered as a CTE course, CTE course cross-credited for Fine Arts, and a Fine Arts course. This course may be repeated for credit.

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## MUSIC

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Performing ensembles (Quaker Band and Orchestra) will require extended rehearsal and performance times outside of the school day.

### **SYMPHONIC BAND A/B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

This year-long performing ensemble is designed for advanced students who play traditional woodwind, brass and percussion instruments. Students develop skills in tone production, phrasing, rhythmic and aural acuity, advanced technical skills associated with one's instrument, and correct posture. Band students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

### **SYMPHONY ORCHESTRA A/ B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

This yearlong performing ensemble is for advanced students of String, Wind, Brass, and Percussion instruments. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop advanced skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

### **PIANO LAB 1**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

Students in this course learn to play the piano. Students in the piano class will learn the necessary skills and concepts to gain a foundational proficiency on the piano keyboard. This is a one semester class. This course may be repeated for credit.

### **GUITAR LAB 1**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

Students in this course will learn the necessary skills and concepts to gain a foundational proficiency on guitar and music-reading. This is a one semester class. This course may be repeated for credit.

### **PERCUSSION ENSEMBLE**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

This course is intended for students who are interested in playing pitched and non-pitched percussion instruments in a cohesive performing ensemble. Students learn and perform a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. This course may be repeated for credit.

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## CAREER AND TECHNOLOGY EDUCATION (CTE)

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Career and Technology Education prepares youth for the world in which they live. Experiences are provided that uncover, develop, release, and realize individual potential. Because the world culture is distinctly characterized as technological, it becomes the function of the schools to give every student an insight and understanding of the technological nature of the culture.

### **AP COMPUTER SCIENCE PRINCIPLES 1/2**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges



them to explore how computing and technology can impact the world. The course covers 5 big ideas: Creative Development, Data, Algorithms and Programming, Computer Systems and Networks, and the Impact of Computing. The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.

### **AP COMPUTER SCIENCE A1/A2**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

A1: AP Computer Science (CS) A1 covers the fundamentals of CS taught in a first-semester college level course. Students will be able to demonstrate their ability to design, write analyze, and document programs and sub programs.

A2: n AP Computer Science (CS) A2 covers the fundamentals of CS taught in a first-semester college level course. Students will be able to demonstrate their ability to design, write analyze, and document programs and sub programs.

### **INTRO TO MEDICAL CAREERS**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

This is a semester long career and technical education course designed as an elective for upperclassmen students. In this course, students will be asked to apply their understanding of both microbiology and human physiology as well as social and cultural conditions surrounding equity and access to the health care system in order to explore the promotion and protection of community health.

### **PUBLIC HEALTH**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

This is a semester long career and technical education course designed as an elective for upperclass students (11th and 12th grade). In this course, students will be asked to apply their understanding of both microbiology and human physiology as well as social and cultural conditions surrounding equity and access to the health care system in order to explore the promotion and protection of community health.

### **SYSTEMS MEDICINE A/B**

**Grades:** 10, 11, 12

**Length/Credit:** Yearlong, 1.0

Systems-driven medicine - focused on optimizing an individual's wellness and identifying the earliest opportunities to reverse or even prevent disease - will soon be transforming the U.S. healthcare system. It will require a new generation of collaborative and interdisciplinary STEM and healthcare professionals trained in biology, engineering, physics, computer science, environmental sustainability, health, big data, and technology. It will also require a new generation of citizens who can think at a high level while actively participating in this new systems medicine economy. This course will focus on building and deepening interdisciplinary skills for applying biotechnology, biological sciences, biochemistry, genetics, history, technology, engineering, statistics, mathematics, bioinformatics, ethics, systems thinking, and patient-driven advocacy to learn about and explore careers and participation in the health and medical systems in our communities. This course will culminate in a capstone project that will be presented to community stakeholders.

### **VIDEO BEGINNING**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester 0.5 credit

This introductory course teaches the fundamentals of creatively and effectively communicating visual stories through the lens of a video camera, including critical media analysis. Students collaborate while learning the video production process: pre-production (planning, developing ideas, and identifying resources), production (lighting, composition, and audio recording techniques), and post-production (editing with graphics, sound, and visual effects). Types of productions may include narrative, documentary, news, informational, and experimental. This course may be cross-credited for Fine Arts.

### **VIDEO ADVANCED A/B**

**Grades:** 10, 11, 12

**Length/Credit:** Semester .5 credit or Yearlong, 1.0 credit

This is a hands-on, project-based course in which students work in teams to produce a variety of increasingly complex

productions. Students refine their understanding of the production process, incorporating more advanced techniques in development, shooting, sound, lighting, editing, graphics and special effects. This course may be cross-credited for Fine Arts. This course may be repeated for credit.

### **PHOTOGRAPHY BEGINNING**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

Photography Beginning is designed to explore photography as a method of creative visual communication. Students in this course learn basic camera operations and principles of photography such as photo composition, lighting, exposure, and editing. This course may be cross-credited for Fine Arts.

### **PHOTOGRAPHY ADVANCED**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

Photography Advanced is designed for students interested in expressing their personal creative vision through photography. Students in this course develop their own ideas through open-ended assignments and explore photography as a potential career pathway. This course may be cross-credited for Fine Arts. This course may be repeated for credit.

### **YEARBOOK 1/2**

**Grade:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

1: PUBLISHING-YEARBOOK 1 TI (TRADE & INDUSTRY). Students will complete all activities necessary to plan, publish and sell the school's yearbook in two semesters.

2: PUBLISHING-YEARBOOK 2 TI (TRADE & INDUSTRY). Prerequisite: Publishing-Yearbook 1 TI. Students will complete all activities necessary to plan, publish and sell the school's yearbook in two semesters.

### **WOODWORKING 1**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

This introductory class in Woodworking that provides students with the opportunity to work with many of the tools, materials, and processes common to working with wood and wood construction.

### **WOODWORKING 2**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

Prerequisites: Wood I, or Woodworking 1, 2, 3, 4. This course is designed for the students who wish to pursue advanced study in the area of specialization that is an extension of choices made in earlier wood classes.

### **INTRODUCTION TO BUSINESS**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

**Grad Requirement Satisfied:** Occupational Education

Focuses on the general study of business, including the processes of interchanging goods & services (buying, selling & producing), business organization, & accounting as used in profit-making & nonprofit public/private institution

### **BUSINESS MANAGEMENT A/B**

**Grades:** 10, 11, 12

**Length/Credit:** Yearlong, 1.0

**Prerequisite:** Introduction to Business

A: Business Management A is the first course in a year-long class designed to provide a fundamental understanding of business management.

### **MARKETING 1**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Semester, 0.5

**Prerequisite:** Introduction to Business

Marketing 1 is an introductory course which will expose students to the fundamental concepts of marketing. Students will evaluate interpersonal communication concepts and skills. Students may have the opportunity to participate in DECA.

**CAREER CONNECT 1****Grades:** 9, 10, 11, 12**Length/Credit:** Semester, 0.5

Think about it. The average person spends at least 30% of their time each day at work. Finding a career that will satisfy you in your work life is probably high on your list of priorities. The first step in the career search process starts with connecting to a pathway of interest. During this semester long course, you will identify and examine your motivators, dependable strengths, experiences, skills, personality, values, and needs that affect choosing and/or making career and life decisions. Discover your best fit career pathways and design an action plan. Benefits of this course include acquiring marketable skills, exploring career goals, learning to work with others, and gaining self-confidence.

**CAREER CONNECT 2****Grades:** 11, 12**Length/Credit:** Semester, 0.5

This semester long course is designed to teach you the processes and strategies involved with successful career management. Whether you're contemplating starting a career, trying to choose a career path, or are looking to make changes or improvements to your career goals, this course will provide you with the information you need on your way to achieving success. During Career Connections 2 you will have an internship experience (paid or unpaid) and demonstrate a deeper understanding of worksite learning including branding yourself on social media, interviewing skills, and how to prepare for the first day on the job.

**CAREER LAUNCH****Grades:** 11, 12**Length/Credit:** Semester, 0.5

Career LAUNCH206 is a group internship program, providing paid work experience for a specific period to learn about a job or an industry. The course will provide you with exposure to various career pathways with a unique and personalized experience that takes place outside of the classroom. The collaborative internship will take place at a business or non-profit, where you will be exposed to real-world situations. Students must apply to participate in this program. Placements will be based upon a student's application, and an interview process with the worksite manager. You schools Career Connected Learning Coordinator (CCLC) will coordinate the required contract and learning plan with the student, parents/guardians, worksite manager, and school. The worksite manager serves as the site supervisor and mentor for the student in the internship program. Students must complete 90 hours in the internship to qualify for 0.5 high school credit. To qualify for this internship students must have completed the 10th grade, be at least 16 years old, and be able to provide their own transportation to the internship site.

**NUTRITION AND WELLNESS****Grades:** 10, 11, 12**Length/Credit:** Semester, 0.5**Prerequisite:** Family Health (or concurrently enrolled in Family Health)

Nutrition and Wellness is a course taught by Family & Consumer Sciences instructors in the Seattle Public Schools targeting students in grade 10 and above. The course focuses on the practices and early eating and nutritional habits formed through families, paving the way to lifelong health and well being across the lifespan. Skills gained from the course content in nutrition and wellness lead to more careful meal planning and choices, as well as a transfer of knowledge and employability skills to careers in dietetics, fitness, and all related fields such as food analysis, production, preparation, and hospitality. Students may earn academic college credit when they complete projects and assessments related to: nutrition and wellness, management skills and labs, food safety, science and technology, nutrients, world hunger, life cycle nutrition, energy balance (physical activity, digestion, metabolism, eating disorders), and careers. The course may be used in a variety of ways, including a pre-requisite for advanced courses in Food Production, Careers in Education, Family and Community Services, Human Development, Child Development and courses in the Health Sciences strand. Family Health, Independent Living, Personal Choices, or Work and Family Foundations are highly desired pre-requisite courses. Per OSPI, the course may also be developed in conjunction with health and fitness components on an individual school basis. The course is a cross-equivalency for Science.

### **CULINARY ARTS**

**Grades:** 10, 11, 12

**Length/Credit:** Semester, 0.5

**Prerequisite:** Family Health, Nutrition Wellness

Culinary Arts 1A is a first semester .5 CTE course for students in grade 10 - 12. Industry and restaurant skills lead to culinary, hospitality and food service careers. Follow-up certification occurs at the Seattle Skills Center.

### **FAMILY HEALTH**

**Grade 9**

**Length/Credit:** Semester, 0.5

Family Health, a .5 CTE credit course provides students opportunities to acquire knowledge and apply decision-making skills and promotes the desire to attain and/or maintain good health.

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## **PHYSICAL EDUCATION (PE)**

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Students will increase knowledge of their bodies and how they function while participating in vigorous physical activity. An understanding of good health, daily exercise, and an appreciation of a sound diet as part of a healthy life-style are taught. Students will be encouraged to compete with themselves, not each other, while improving skills. Each unit taught requires full participation, skills testing and written exams. Our department will work hard to fulfill all mandated 'Seattle School District' requirements, including the 'Presidential Youth Physical Fitness Program. Parents are welcome and encouraged to take an active part in their child's education by visiting classes.

### **PERSONAL FITNESS**

**Grade 9**

**Length/Credit:** Semester, 0.5

This .5 credit High School Physical Education course, "Personal Fitness", must be taken before any elective "choice" Physical Education courses are taken. This high school course will be one of the three (1.5) required Physical Education classes needed for graduation. OUTLINE Week 1-3: Introduction to Fitness "GET FIT, GET SMART"; Intro Portfolio; Plan Components Week 3-6: Orientation Program Fitness Assessments, FITT Formula, Training Principals Week 6-9: Fitness Pre-Test Analysis&#47;Goal Setting Muscular Fitness Endurance and Strength Week 9-12: Cardio respiratory endurance Heart Rate Monitor Orientation Pedometers Week 12-15: Body Composition Nutrition, ;Health Management Flexibility Week 15-18: Post Fitness Tests Fitness Analysis, Goal Setting Portfolio Assessment Personal Fitness Plan

### **WEIGHT TRAINING AND CONDITIONING**

**Grades 10, 11, 12**

**Length/Credit:** Semester, 0.5

**Prerequisite:** Personal Fitness

Health and Fitness Academic Content 1. Five Components of Fitness Activities 2. Intensity levels 3. Get Fit, Get Smart Portfolio 4. Goal Setting 5. Behavior log-Activity log Fitness Related Activates 1. Fitness Pre-Measurements 2. Functional Training 3. Circuit Training Weight Training Activities 1. Bones, Muscles, Joints 2. Weight Training Log 3. Circuits-with alternating, balanced muscle groups 4. Introduce Free Weights 5. Functional Training 6. Power lifting 7. Personal Fitness Plan Social, Emotional and Safety 1. Orientation 2. Safety in lifting 3. Introduction to Partnering 4. Common Courtesy-Etiquette 5. Personal Space 6. Self Esteem & Self Confidence

### **TEAM SPORTS**

**Grades 10, 11, 12**

**Length/Credit:** Semester, 0.5

**Prerequisite:** Personal Fitness

This course supports the program called "Five for Life" which is a research driven, standards-based curriculum designed to teach the principals of health and fitness. Health and Fitness Academic Content 1. Five Components of Fitness Activities 2. Intensity levels 3. Get Fit &#47; Get Smart Portfolio 4. Goal Setting 5. Behavior log-Activity log Fitness Related Activates 1. Fitness Pre-Measurements 2. Functional Training Motor Skills Team Sport could included but not limited to (teacher choice per semester) 1. Volleyball 2. Basketball 3. Softball 4. Ultimate Frisbee 5. Team Handball 6. Flag Football 7. Soccer 8. Floor Hockey 9. Lacrosse 10. Global Sports Social, Emotional and Safety 1. Common courtesy 2. Team Work 3. Personal Space

## **LIFETIME ACTIVITIES**

**Grades** 10, 11, 12

**Length/Credit:** Semester, 0.5

**Prerequisite:** Personal Fitness

This course supports the program called Five for Life which is a research driven, standards-based curriculum designed to teach the principals of health and fitness. During this course students will learn about the following: Health and Fitness Academic Content 1. Five Components of Fitness Activities 2. Intensity levels 3. Get Fit; Get Smart Portfolio 4. Goal Setting 5. Behavior log-Activity log Fitness Related Activities 1. Fitness Pre-Measurements 2. Functional Training 3. Circuit Training Motor Skills (teacher choice per semester) 1. Locomotor; non-locomotor skills 2. Lifetime Activities but not limited to a. Powerwalking b. Outdoor Adventure 1. Hiking 2. Orienteering; Geocaching 3. Boating; Rowing 4. Fly Fishing 3. Yoga; Pilates 4. Self Defense 5. Golf;Disc Golf 6. Bowling 7. Wheel Activities a. Bikes b. Skating c. Wave Boards Social, Emotional and Safety 1. Orientation 2. Safety in lifting 3. Introduction to Partnering 4. Common Courtesy-Etiquette 5. Personal Space 6. Self Esteem; Self Confidence

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## **WORLD LANGUAGE**

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Courses in the World Language department are sequential. Students may not enter a level without successfully completing all preceding levels or demonstrating content knowledge through an appropriate assessment process. For students who need additional time or practice in the first or second levels of a language, it is possible to retake courses under a "Proficiency" title. Courses with suffix "A" are offered fall semester, and courses with suffix "B" in the spring. All world language courses are electives; all qualify for college entrance requirements.

### **CHINESE 1A/1B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

*Performance Level: Novice Low - Mid.*

1A: Prerequisite: N/A. Carry on a conversation with a Chinese speaker about self, family, friends, school and weekend activities. Learn about the cities and regions of China. Learn to read and write in pinyin and are introduced to Chinese characters.

1B: Prerequisite: Chinese 1A. Carry on a conversation with a Chinese speaker about self, family, friends, school, and weekend activities. Learn about the cities and regions of China. Learn to read and write in pinyin and are introduced to Chinese characters.

### **CHINESE 2A/2B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

*Performance Level: Novice Mid - High.*

2A: Prerequisite: Chinese 1B. Students will be able to express/comprehend short expressions on topics of interests to urban teenagers, simple text by using contextual cues, develop critical thinking skills thru study of Chinese culture.

2B: Prerequisite: Chinese 2A. Students will be able to express/comprehend short expressions on topics of interests to urban teenagers, simple text by using contextual cues, develop critical thinking skills thru study of Chinese culture.

### **CHINESE 3A/3B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

*Performance Level: Novice Mid - High.*

3A: Prerequisite: Chinese 2B. Engage in conversations, interpret, present on a variety of topics in both written and spoken format, and demonstrate an understanding of the practices/products/perspectives of Chinese culture.

3B: Prerequisite: Chinese 3A. Engage in conversations, interpret, present on a variety of topics in both written and spoken format, and demonstrate an understanding of the practices/products/perspectives of Chinese culture.

### **AP CHINESE 5A/5B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

Performance Level: Intermediate Mid-High

Discuss a wide variety of topics from the local to the international level. Listen to, view, read authentic materials from the Chinese-speaking world. Research, write and present a topic of international importance.

### **SPANISH 1A/1B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

*Performance Level: Novice Low - Mid.*

1A: Prerequisite: N/A. This course is an intro to Spanish language and culture. Build communication skills through conversation and understanding. Learn customs and lifestyles of various Spanish-speaking cultures and countries through music, food, art and current events.

1B: Prerequisite: Spanish 1A. This course is an intro to Spanish language and culture. Build communication skills through conversation and understanding. Learn customs and lifestyles of various Spanish-speaking cultures and countries through music, food, art and current events.

### **SPANISH 2A/2B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

*Performance Level: Novice Mid - High.*

2A: Prerequisite: Spanish 1B. Increase and strengthen communication skills by giving opinions and engaging in social conversations. Read stories and write about familiar topics. Deepen understanding of customs and history of Spanish-speaking countries.

2B: Prerequisite: Spanish 2A. Increase and strengthen communication skills by giving opinions and engaging in social conversations. Read stories and write about familiar topics. Deepen understanding of customs and history of Spanish-speaking countries.

### **SPANISH 3A/3B**

**Grades:** 10, 11, 12

**Length/Credit:** Yearlong, 1.0

*Performance Level: Novice High.*

3A: Prerequisite: Spanish 2B. Express increasingly complex concepts verbally and in writing in authentic settings. Aim for more immediate understanding when listening to native rates of spoken Spanish. Increase ability to paraphrase. Culture is interwoven.

3B: Prerequisite: Spanish 3A. Express increasingly complex concepts verbally and in writing in authentic settings. Aim for more immediate understanding when listening to native rates of spoken Spanish. Increase ability to paraphrase. Culture is interwoven.

### **SPANISH 4A/4B**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

**Prerequisite:** Successful Completion of Spanish 3A/B or appropriate score on STAMP test or equivalent

*Performance Level: Intermediate Low - Mid.*

4A: Prerequisite: Spanish 3B. Maintain conversation with expanded vocabulary and acceptable accent. Understand Spanish spoken at a normal pace. Read authentic texts. Express ideas in writing using complex structures. Cultural issues are integrated.

4B: Prerequisite: Spanish 4A. Maintain conversation with expanded vocabulary and acceptable accent. Understand Spanish spoken at a normal pace. Read authentic texts. Express ideas in writing using complex structures. Cultural issues are integrated.

### **AP SPANISH 5A/B**

**Grades:** 10, 11, 12

**Length/Credit:** Yearlong, 1.0

*Performance Level: Intermediate Mid–Intermediate High.*

5A: Prerequisite: Spanish 4B. Discuss a wide variety of topics from the local to the international level. Listen to, view, read authentic materials from the Spanish-speaking world. Research, write and present a topic of international importance.

5B: Prerequisite: Spanish 5A. Discuss a wide variety of topics from the local to the international level. Listen to, view, read authentic materials from the Spanish-speaking world. Research, write and present a topic of international importance.

### **SPANISH IMMERSION 1A/1B**

**Grades:** 9, 10, 11,12

**Length/Credit:** Yearlong, 1.0

*Performance Level: Intermediate Mid–Intermediate High.*

1A: Prerequisite: N/A. Express increasingly complex concepts and ideas verbally and in writing. Demonstrate understanding of a variety of authentic literature and media. Increase ability to paraphrase. Cultural understanding is interwoven.

1B: Prerequisite: N/A. Express increasingly complex concepts and ideas verbally and in writing. Demonstrate understanding of a variety of authentic literature and media. Increase ability to paraphrase. Cultural understanding is interwoven.

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## **OTHER OPPORTUNITIES**

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Please reach out to your counselor if you are interested in taking either Kingmakers or a OneWorld Now! world language class.

### **MOCKTRIAL**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0

### **KINGMAKERS**

**Grades:** 9, 10, 11, 12

**Length/Credit:** Yearlong, 1.0 or Semester, 0.5

Kingmakers of Seattle is an elective program for Black male middle school and high school students, referred to as Kings, taught by Black male facilitators. Kingmakers supports the cultural, historical, social, and emotional needs of young Black boys and teens as it relates to their identity. The program is offered at six SPS schools: Aki Kurose, Asa Mercer, and Denny International Middle Schools, Interagency Academy, Franklin, and Cleveland.

### **ONEWORLD NOW!**

**Grade:** 9, 10, 11, 12

**Length/Credit:** 0.5 credit for each session completed

OneWorld Now! is a non-profit organization that offers world language education outside of the school day for Chinese, Arabic, Korean, and Russian. You can visit the website at [www.oneworldnow.org](http://www.oneworldnow.org). for more information.

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## **SKILLS CENTER**

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The Skills Center is a public education program that delivers advanced, free Career and Technical Education to high school students who are **at least 16 years old or who have earned at least 10 credits**. Students attend classes every day. Students who successfully complete the classes will earn 1.5 credits per semester. Ultimately, students who complete Skills Center programs will earn industry certifications. If the Skills Center program is not located at the student's home school, the student will travel to the school where the program is offered. Counselors will be able to enroll students in Skills Center programs located at other sites and then create a schedule that gives the student time to get to class.

Please reach out to your counselor if you are interested in applying for a Skills Center program.

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## RUNNING START

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The Running Start program at the community college provides high school students the opportunity to enroll in college-level courses for college credit, tuition free, and earn high school credit at the same time. See your counselor with questions and to see if Running Start might work for you!

Running Start is for students who:

- Are at the 11<sup>th</sup> and 12<sup>th</sup> grade level
- Are ready for college-level coursework in a college environment
- Are ready to take some professional/technical courses
- Want to take unique college-level courses not available at the high school
- **Seniors cannot take SPS graduation requirements during spring quarter**

Tuition is free. Students will be responsible for purchasing their own books, paying lab fees, and providing their own transportation to the college campuses. Fee waivers for books and the placement tests may be provided for students who qualify for free and reduced lunch.

The community college is on a quarter system; fall, winter, and spring quarters make up the Running Start schedule. Students are responsible for making sure classes they enroll in at the community college do not conflict with courses taken at Franklin. Students are not allowed to miss any part of their scheduled Franklin classes to attend Running Start classes. More information is available through the FHS Counseling Office and through Running Start Offices at each community college and on the community colleges' websites.

Please reach out to your counselor if you are interested in taking Running Start classes.